DOCUMENT RESUME

ED 369 528 PS 022 266

AUTHOR	Ferguson, E. Elaine, Ed.
TITLE	Child Care Connections-NS: Three Years of Development and Our Commitment to Children, Parents, Colleagues, and Community.
INSTITUTION	Child Care Connection-N.S., Halifax (Nova Scotia).
SPONS AGENCY	Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE	94
NOTE	35p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Codes of Ethics; *Community Information Services; *Community Organizations; *Day Care; Day Care Centers; Early Childhood Education; Foreign Countries; Newsletters; Occupational Surveys; Program Descriptions; *State Surveys; Teacher Education; Workshops
IDENTIFIERS	*Child Care Resource Centers; Nova Scotia

ABSTRACT

These three documents report on the activities of Child Care Connection-NS (CCC-NS), a service and support organization providing information and resources on the administration of child care programs to residents of Nova Scotia and Canada at large. Formed in 1989, CCC-NS has established itself as an organization that serves all sectors of the child care delivery system, including administrators, staff, child care organizations, licensers, funding bodies, boards, and caregiver trainers. The first document reports on the 3-year developmental phase of CCC-NS, during which the organization: (1) produced a newsletter; (2) completed and reported on five significant research projects; (3) presented 46 workshops on child care issues; and (4) developed a resource library with over 3,000 holdings. The second document describes the development of a draft code of ethics for Nova Scotia child care practitioners. The processes undertaken to draft this code, along with supporting documents and future recommendations, are included. The third document presents the results of a survey of 23 full-day child care centers in Nova Scotia undertaken to examine class size, wages, staff turnover, benefits, and working conditions. (MDM)

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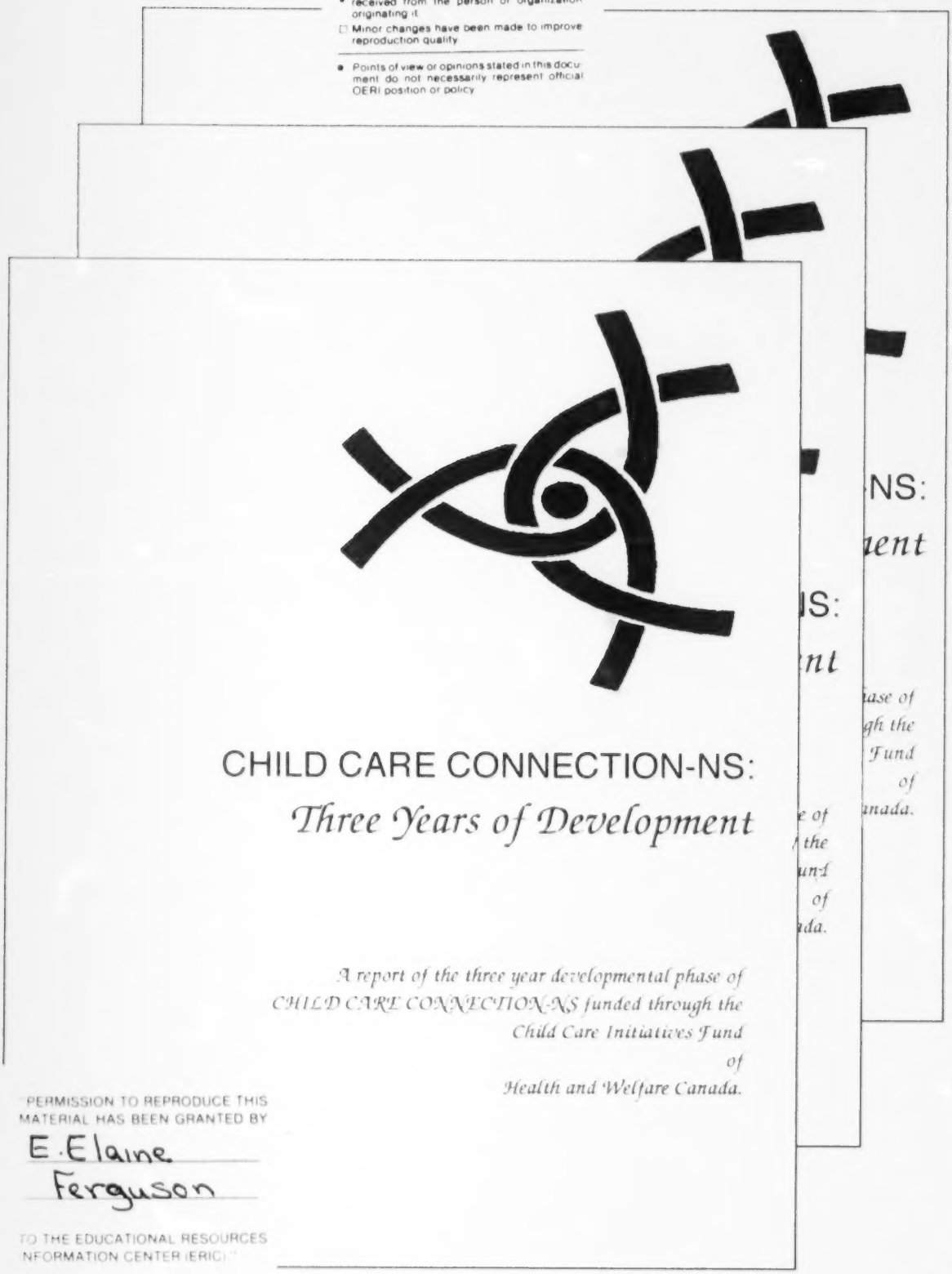

CHILD CARE CONNECTION-NS:
Three Years of Development

A report of the three year developmental phase of CHILD CARE CONNECTION-NS funded through the Child Care Initiatives Fund of Health and Welfare Canada.

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CHILD CARE CONNECTION-NS:
Three Years of Development

A report of the three year developmental phase of
CHILD CARE CONNECTION-NS funded through the
Child Care Initiatives Fund
of
Health and Welfare Canada.

• Acknowledgements •

• *The Board for its committment and insight in guiding CHILD CARE CONNECTION-NS to where it is now.*

Board members L to R:

Alice Chaltowich, Treasurer

Rosalie Thériault

Wilma Stewart, Vice President

Beryl Trust Chestney

Karen Geddes

Susan Willis, President

• *The Staff for their dedication and performance in providing the services of* CHILD CARE CONNECTION-NS.

• *The NS Child Care Community, including centre directors and staff, instructors in training institutions, child care organizations and Day Care Services, for their continued participation and evaluation.*

• *The Child Care Initiatives Fund of Health and Welfare Canada and in particular, Atlantic consultant, Penny Hammell.*

Child Care Initiatives Fund

CHILD CARE CONNECTION - N.S.
Suite 100, 1200 Tower Road
Halifax, Nova Scotia
B3H 4K6

July 1992

Message from
The Honourable Roland Thornhill
Minister of Community Services
Province of Nova Scotia

As Minister of Community Services, I take this opportunity to recognize and praise Child Care Connection-NS for its dedicated work in the area of child care throughout Nova Scotia.

Since 1989, when this organization was incorporated, Child Care Connection-NS has made a major contribution to advance and upgrade the quality of child care.

This report on the past three year developmental phase of your organization clearly shows that the executive and staff have been very active in the areas of communication, training and general service to the day care community.

In recent years child care has become a very important service to family life, it is essential that our child care facilities operate with the highest degree of professionalism.

I congratulate the Executive, Board of Directors, and staff of Child Care Connection-NS on three very progressive and successful years and I wish you continuing success in the future.

• Mission Statement •

To connect child care professionals with information, resources and support for quality child care

•What is Child Care Connection-NS?

Located in Halifax, Nova Scotia, the CHILD CARE CONNECTION-NS is a service and support organization providing information and resources focusing on administration of child care programs. While the primary concern is facilities and organizations within Nova Scotia, CHILD CARE CONNECTION-NS maintains an Atlantic and national focus as well as providing services to any person interested in quality child care.

The CHILD CARE CONNECTION-NS developed as a result of discussions with child care professionals across the province of N.S. The founding members of the Board of Directors wanted an organization that would be of service to all delivery models of child care in N.S. Funding was obtained in December of 1988 through the Child Care Initiatives Fund of Health and Welfare Canada.

The organization became incorporated as a non profit society under the Societies Act of NS on January 30, 1989. The first Board of Directors meeting was held January 25, 1989. This Board of Directors is made up of Early Childhood professionals from the private and non-profit sector, Certification Council of NS and rural NS.

• Objectives •

A. To promote a cohesive, well informed, educated network of early childhood personnel.

B. To facilitate communication among all delivery models and sectors co-existing in Nova Scotia.

C. To actively promote professionalism in the early childhood field specifically but not exclusively to support, facilitate and promote teacher certification and centre accreditation projects by active liaison with professional organizations.

D. To access professional services currently lacking or underdeveloped. To target and provide/promote these services.

E. To provide a centralized clearinghouse/office space to promote the activities identified above.

F. To provide personnel to volunteer organizations that are unable, at present, to coordinate themselves.

• *What has* CHILD CARE CONNECTION-NS *done?*

In three short years the CHILD CARE CONNECTION-NS has established itself as an organization which serves all sectors of the child care delivery system. It has served administrators , staff, child care organizations, licensers , funding bodies, boards, and trainers of the child care delivery system. In addition it has acted as a resource to the media, universities, various government departments both federal and provincial, and to other non government agencies.

The CHILD CARE CONNECTION-NS has attempted to extend the benefits, information and resources regarding the delivery of quality child care services beyond the child care field.

"There are four cornerstones to the implementation process. They are Communication, Quality, Services and Evaluation."

-Susan Willis
President
CHILD CARE CONNECTION-NS

I. COMMUNICATION:

A• Produced 16 issues of a quality newsletter distributed to over 600 centres and individuals in NS and throughout Canada, on topics such as child care options, family day care, working with families, salary and working conditions survey, documentation of our history through profiles of significant individuals and events, alternative programs, quality, advocacy, centres throughout the province, U.N. Convention on the Rights of the Child, three conferences , playgrounds, as well as our regular features of- Administrator's Shopping List, Connecting With, Certification and From Executive Director's Desk.

B• Completed five significant research projects along with other informal research inquiries.

=The Needs Assessment of Training and Administrative Resource Needs was completed which provides the foundation for planning workshops, conferences and services provided by CHILD CARE CONNECTION-NS.

= Where We Work: NS Child Care Centres as Workplaces, a report of the salaries and working conditions survey conducted in the summer of 1990 and summer of 1991. The documents have been useful to centres in their personnel planning and the Minister's Round Table on Day Care Salaries Subcommittee.

= Directory of Not for Profit Society Child Care Centres, a directory of centres with Boards of directors and other pertinent information regarding their organizational make up. A data base of bylaws has also been set up as part of this project. Currently a corporate sponsor is looking at the project and considering the funding of it.

=Working Together, a paper of the opinions of the child care community to the Round Table regarding salaries, subsidized seats, and regulations.

I. COMMUNICATION...cont...

C• Set up an extensive network of child care organizations, centres, individuals and resources within and outside of the NS child care community;

Child care organizations/ departments which have utilized our services are: Round Table on Day Care, Preschool Education Association of NS, Association of Private Operators, parents, Non Profit Society Centre board members, Child Care Advocacy Association of NS, Toy Library Parent Resource Centres of NS, North Shore Directors Association of NS, Cape Breton Private Operators of NS, Certification Council of NS, Child Development Services Guild, Mothercare, Early Childhood Educator Resource Centre, Canadian Child Day Care Federation, Canadian Day Care Advocacy Association, Prince Edward Island Early Childhood Services, NFLD Early Childhood Services, Mic Mac Family and Children's Services CCIF project, Appletree Landing CCIF Project, Specialink, Choosing With Care, Caring For a Living CCIF project, Choices in Child Care, Westcoast Umbrella Association, Association of Early Childhood Education-Ontario, St FX CCIF grant, Family Home Day Care Association of NS, Early Intervention Association, students of child study work placements.

Others who have used our facility: Students from Dalhousie, St. Mary's and Mount Saint Vincent University, NS Advisory Council on the Status of Women, hospitals, employers, non profit society boards, government departments on municipal, provincial and federal levels, Association of Atlantic Women Business Owners, Conference Board of Canada, various research and marketing projects and suppliers.

D• Meetings were held with the Provincial NS Ministers of Community Services and the Deputy Ministers of Community Services as well as many with NS Day Care Services on various issues effecting the delivery of NS child care.

E• A mailing list of over 1400 organizations, centres, media, officials, and individuals has been developed and coded for various uses.

F• Board and staff members participated, through presentations and displays, in conferences, to other organizations, and training programs.

G• Contacts that were recorded and completed during the thirty three months that CHILD CARE CONNECTION-NS has been in their offices is 2122, an average of 64 per month.

II. QUALITY:

A• Presented over 46 workshops throughout Nova Scotia(Valley, Cape Breton, Yarmouth, North shore, Metro); also at the National CCDCF conference, Children the Heart of the Matter. Workshop topics include program evaluation, job satisfaction, Child Abuse Act, certification, bilingual programming, teamwork, parent teacher communication, selection and keeping personnel; and fundraising. Regional facilitators have secured the facilities and promoted the workshops in their region.

STAFF
CHILD CARE CONNECTION-NS
E. Elaine Ferguson, Executive Director
Pat McCormack, Office Support
Anne Smith, Promotions and Resource
Mary Beth Gouthro, Newsletter
Lisa Cochrane, Resource Assistant

II. QUALITY:... cont..

B• Informed and acted as a resource to media, training institutions, organizations, the business community and various Municipal, Provincial and Federal government departments. The Working Together paper and a brief to the Hon. Mary Collins, Minister Responsible for the Status of Women have been sent to inform those who need to know about the child care situation in NS. Regional facilitators have been kept informed and are activated as they see fit in their region.

C• Presented a brief to the Hon Mary Collins, Minister Responsible for the Status of Women titled "The Child Care Dilemma: A Nova Scotia Perspective"

D• A Strategic Planning session has taken place and the plan has been developed and agreed to by Board members. Implementation has already started.

(See also IA and IB)

III. SERVICES:

A•Developed a resource library with over 3000 holdings of administration information for the child care community and general public interested in child care issues. Categories are based on the outline in the initial proposal. The catalogue has been distributed through the NS Regional Library system, to training institutions, University libraries, NS Legislative Library, Nova Scotia Advisory Council on the Status of Women Library, National CC organizations, Atlantic Provincial Day Care Services directors, and provincial organizations with whom we share resources.

B• Held an advisory session on comparable worth to attempt to determine the value of child care work with members from the NS pay equity commission, Personnel for Natural Resources, professor from St. Mary's who specializes in comparable worth and Executive Director of the CHILD CARE CONNECTION-NS. It was concluded that because of the cost, the lack of context, and female domination of the field, that such a study would not only be costly but extremely difficult.

C• Presented three major conference to participants from the Atlantic region, Fiscal and Personnel Management, Working Together, and Challenges in Child Care.

-Training Session at Frobel Institute

D• A trial membership campaign has been conducted resulting in approximately 60 members.

(See also IA, IB, IC and IIA.)

IV. EVALUATION:

• The CHILD CARE CONNECTION-NS has always maintained an interactive approach to its development of services. In three years of operation, there have been two newsletter evaluations, each workshop and conference presented has been accompanied by an evaluation form, an objectives check with the NS child care field has been conducted, two needs assessments conducted and future directions opportunity was given both formally and informally at the last conference. Our toll free number offers access to feedback on a daily basis.

--Volunteers , "Working Together" Conference: Cheryl Scott, Liz Hessian, Anne Smith & Vicki Chaisson

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• How CHILD CARE CONNECTION-NS accomplished its mandate:

In order for CHILD CARE CONNECTION-NS to be accessed and understood as meeting its mandate of service for quality child care its services and expertise must be promoted.

•Communication:

•In the design of promotional materials, letterhead, logo, newsletter mast head, leaflets etc. it was recognized that these were vehicles to focus our target populations on CHILD CARE CONNECTION-NS. We used them to establish an identity that would not be confused with other organizations.

•Much time was spent on articulating to the child care community-

= who were the primary targets for our services i. e. administrators of child care centres and the organizations that supported child care services;

= what services we provided for child care folks

= well in advance informing when and where were going to hold workshops and conferences etc.

= that services were designed as a result of needs assessments, evaluations i.e. an interactive process with the child care community in response to their communication.

• We developed a rapport with media and related organizations and kept them informed as to what we did and the events affecting child care in Nova Scotia.

• We maintained a national profile with sister provincial and territorial child care organizations and national child care organizations as well as child care related organizations. The Executive Director and board members sat on boards of national and provincial child care organizations.

• Information had to be accessible to the child care community:

=A mail list of over 1400 individuals, centres , media, training institutions, organizations, government departments and politicians has been developed and coded so that mail outs can target those who will most benefit from it.

=Our toll free number in NS provided access to CHILD CARE CONNECTION-NS by anyone interested in NS child care. This line is used by centres, trainers, media, public libraries, government departments etc. to get information and resources related to child care in NS.

=Hours of operation were geared to the work day of the child care community.

=Regional contacts provided information and promotion of events at a local basis for those who wished to participate in our conferences and workshops.

=Staff and Board keep current on events and issues affecting or potentially affecting child care and pass this information on through the newsletter, conversations, briefs, conferences and workshops.

• *Quality:*

The three years of development of CHILD CARE CONNECTION-NS, 1988-1991 saw the child care field in NS, and Canada in general , go through major growth in the area of consciousness of the Canadian child care community. This awareness can be attributed to the Child Care Initiatives Fund of Health and Welfare Canada and the work of the Canadian Child Day Care Federation and the Canadian Day Care Advocacy Association. Awareness of the resources and levels of expertise available on a national basis influenced the research and resource development of CHILD CARE CONNECTION-NS. It was very evident that access to the national network that was available was crucial to CHILD CARE CONNECTION-NS in meeting its mandate and improving the quality of child care in NS.

•The services provided to the NS child care community were to be quality services, with staff who had expertise in research, public relations and Early Childhood Development. The promotion of quality child care was a goal. Workshops, newsletter articles, research and informal communication assisted in the process of defining what were quality factors. This process is ongoing and will be more concentrated in the professional project, the major focus for CHILD CARE CONNECTION-NS during 92-95 .

• *Services:*

The child care administrator was identified as the primary target population for the following reasons:

=There were minimal resources available for the training and support of child care administrators.

=Since we depended on the mails primarily for information dissemination, the administrator is the person who screens the mail and hence the person who would most likely read the information.

=It was suspected and later confirmed by Jorde Bloom (1990), that the single person who is the most influential change agent in a centre was the administrator. If we wanted to affect the quality of child care services, the administrator would be the most effective and efficient target.

= By focusing our services on the administrator, we did not compete with existing child care training institutions and organizations.

• The content of services that were developed such as the resource centre , workshops, conferences and newsletter was accessed by two assessments of training and administrative needs surveys. While these were being conducted, the Board and staff drew on their expertise to develop workshops etc. that were needed.

• Hours of operation were set so that child care staff could utilize the service. (10am-6pm weekdays, 10am-9pm Wednesday, and 10am-2 pm on Saturdays). Meeting rooms are booked within those time frames when possible, otherwise organizations are accommodated if staff are available.

• *Services... cont...:*

• With a small staff, it was expedient to design services that were geared toward helping child care folks to help themselves. Training on the computer rather than doing the work was provided, and access to the computers was available. The resource centre was designed so that with the catalogue, resources could be accessed. The Catalogue was distributed to the head office of each regional library in NS. When resources were requested, people were referred to the catalogue and asked to call us with specific requests which would then be sent out to them.

• Board of Director's expertise guided the development of services as well as monitoring the delivery of those services.

• *Evaluation:*

Throughout our three development years, the use of yearly workplans and quarterly reports has provided ongoing evaluation. The assessment of all services and resources has related back to our goals , objectives and mandate. Knowing where we wanted to go and ongoing evaluation of where we were at any point in time has kept CHILD CARE CONNECTION-NS focused and effective in its mandate.

• The annual conference was designed not to compete with other organizations, to celebrate the child care community and to provide professional development opportunities which were not available. Speakers from outside NS and within NS were utilized. Each conference produced two video training tapes, making the intangible tangible for those who were unable to attend.

- ***"Working Together" Conference***
E. Elaine Ferguson, Executive Director, CHILD CARE CONNECTION-NS; Penny Hammell, Atlantic Consultant & Debi Jette', Director, Child Care Programs of Health and Welfare Canada, Paula Jorde-Bloom, Presenter.

CHILD CARE CONNECTION - N.S.
Suite 100, 1200 Tower Road
Halifax, Nova Scotia
B3H 4K6

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Child Care Cares

Our Commitment to Children, Parents, Colleagues & Community

•The Processes, Materials gathered, Draft Code of Ethics for Nova Scotia Child Care Practitioners, and Recommendations for further developments in implementing Ethics into Nova Scotia Child Care Practise.

•A Discussion Document-

CHILD CARE CONNECTION - N.S.
Suite 100, 1200 Tower Road
Halifax, Nova Scotia
B3H 4K6

902-423-8199
1-800-565-8199(Atlantic)
902-492-8106 (fax)

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CHILD CARE CARES:
OUR COMMITMENT TO CHILDREN & PARENTS, COLLEAGUES & COMMUNITY

•BACKGROUND:

Since 1992, CHILD CARE CONNECTION-NS' major focus has been its ***Professional Project***. The purpose of the project is to develop systems, resources and tools that will assist NS child care in its evolution as a profession. The rationale is to develop a picture of how the Nova Scotia Child Care profession could look. Micro projects within the larger macro *Professional* project included proposals for the structure and processes involved in a *registry, accreditation model* and a *Code of Ethics*. This report will document the processes, the materials gathered, the draft of a Code of Ethics for Nova Scotia Child Care Practitioners, and recommendations for further developments in implementing ethics into Nova Scotia child care practise.

•PROCESS:

A workshop based on the publication, *Ethical Behavior in Early Childhood Education* (Katz &Ward, Washington: NAEYC, 1989), was developed and presented to child care practitioners. As part of that workshop, participants were asked to contribute to identifying:

"what is right rather than expedient,...
what is good rather than practical,...
&
what acts a member must never engage in or condone"
(Katz, 1989).

The informal child care network brought to our attention that E.C.E.B.C.were reexamining their Code of Ethics while we were drafting our first. After contacting them, we invited Sandra Griffin to our 1993 Conference to present a workshop on ethical dilemmas called, *"To Do Or Not To Do"*. In it, Sandra introduced participants to a seven-step ethical decision making model, which was included in the draft code of ethics. This workshop was video taped and edited to provide an interactive training tool for child care folks. A summary of the presentation was featured as the lead article in the Fall issue of our newsletter, Connectio**NS**. Canadian provincial and territorial child care organizations were contacted and asked for copies of their code of ethics. From that request, six codes were obtained. (See Appendix A for summary of these codes). These codes were examined to determine commonalities.

This examination also presented us with the challenge of how we were to frame this document. The Code of Ethics would be-

- *a consensus expression of child care commitment.*
- *practical and easily applied*
- *applicable to the decisions that child care folks faced on a daily basis*
- *presented in a manual format that would encourage its use.*

Nothing occurs in isolation, and so other influences had an impact on the drafting. In preparation for the 1994 conference, Thelma Harms was contacted to be the special guest and keynote speaker. In discussing what we wanted her to present, she explained her framework for quality in terms of centering around the areas of *relationships, stimulation,* and *protection.* This influenced our examination. The statements within the codes were classified as relating to these three areas. Four key statements emerged-

- *Child Care Cares for and about Children, Parents, Colleagues-*
  - *with trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual.*
  - *with stimulation that encourages growth in the whole person.*
  - *with settings that are healthy and safe.*
- *Child Care Cares for and about Our Community in caring for its most precious resource - **our children!***

These statements make up the script for our second celebration of child care poster in a series of three. This poster describes our ethical practise and is a visual demonstration of our commitment. (See poster,page 2).

These statements also provided a format for presentation of the Code of Ethics. Statements from the provincial child care organizations codes of ethics as well as consultations with practitioners and parent users and Nova Scotia child care organizations were used, reflecting a form of consensus of individuals and groups involved in the delivery, use and support of child care.

What also emerged from the examination of the Provincial/ Territorial Codes was *direct* and *indirect* commitment. Child care practitioners have a direct commitment to children, parents and colleagues, and an *indirect* commitment to the community. This insight was reflected in the format of the draft code, with statements about our *Commitment to Community* given in relation to relationships, stimulation and protection.

Pages 5 through 8 outline the resulting draft Code of Ethics for Scotia Child Care Practitioners. This is a discussion document. It is expected that it will change as more interested parties become involved in the consensus building.

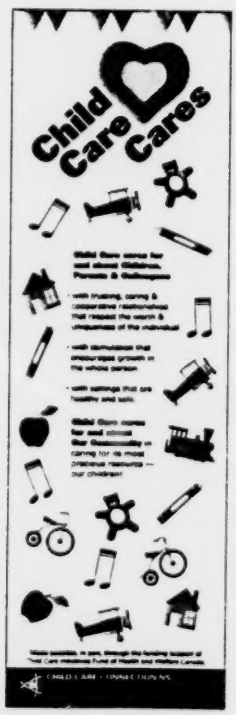
•NEXT STEPS

The next step is to circulate this document and background

•PROCESS...continued

information to individuals and groups asking for feedback, comments, and criticisms in order to continue the consensus building. A feedback tool is included in Appendix C, to provide structure to the refinement of this consensus building.

Included in this discussion document is *"How to use this manual in ethical decision making"* (page 4). This section has been included to meet the objectives previously outlined- *practical and easily applied, and presented in a format that would encourage use* (page 1). As feedback is received, this guide will be refined, in particular, application of the *community* section.



#2 in "Celebration of Child Care" Poster series

•HOW THE CODE OF ETHICS FITS INTO THE MACRO PROFESSIONAL PROJECT:

The purpose of the *Professional Project* is to identify what components of a profession are in place in whatever form, and which components are missing. A *certification* process, developed over the past 20 years by the Certification Council of Early Childhood Educators of Nova Scotia, (CCECENS) is already in place. This process has been refined through collaborative negotiation with child care practitioners, centres and organizations. It serves as a way of *evaluating our practise* over and above minimum licensing standards.

A *code of ethics* for child care *practitioners* is one component to the framework of a profession that is missing. In our profession, as in our practise, discipline and evaluation are separate functions, with ethics reflecting *discipline* and certification reflecting *evaluation of practise*. We have also recommended that a code be drawn up for *operators*, including owners and boards of directors, (see recommendations p.3). This code of ethics for *operators* of child care centres would be the discipline of the practise and *accreditation* would be the evaluation of the practise in relation to operators.

A *registry* , another missing component, would provide *classification* of individual credentials, centre job descriptions and non-credit training opportunities as they relate to these classifications on the career ladder.

In order to be a practising profession, agreed upon standards of practise have to be in place to reflect our field's responsibility to children, parents, colleagues & community. A code of ethics, along with certification and classification provides such standards.

A code of ethics provides guidelines for a profession's disicipline of the practise of the profession. A code of ethics is a statement of-

> *"what is right rather than expedient,...what is good rather than practical,.... &what acts a member must never engage in or condone" (Katz, 1989).*

On the floor, such a code provides guidelines for practitioners to make decisions about questions that never have the same answer, since the decision depends on the environment, oneself, and the others involved. *In our organizations* it provides a measure of what we as a child care field collectively believe to be ethical. *As a profession*, it provides a means of being accountable to children, parents , colleagues and society, and a vehicle for action when ethics are breached. Such a vehicle would require a body to monitor the ethical conduct of the profession. Included in this body's responsibilities is the training of practitioners in the application of the code and developing a disciplinary process when the code is breached (see recommendations p.3).

This draft code of ethics has been developed by CHILD CARE CONNECTION-NS through consultation with child care colleagues and provincial child care organizations . Feedback, comments, concerns are welcome and much appreciated!

Please send feedback to:

CHILD CARE CONNECTION - N.S.
Suite 100, 1200 Tower Road
Halifax, Nova Scotia
B3H 4K6

CHILD CARE CARES:

OUR COMMITMENT TO CHILDREN & PARENTS, COLLEAGUES & COMMUNITY

•RECOMMENDATIONS

• ETHICS COMMITTEE-

That an Ethics Committee be formed to develop

• the disciplinary process to be applied to breaches of the ethical code including:

•Process for reporting breaches

•How reports will be processed

•How contested rulings will be dealt with

•How disciplinary measures will be reinforced

•Legal consideration of enforcement

•Confidentiality measures.

•guidelines for minimum training in ethical decision making for training programs, non-credit training, and ongoing professional development.

• CODE OF ETHICS FOR OPERATORS OF CHILD CARE CENTRES

There is a need for a Code of Ethics for operators of child care centres, (this would include owners and Boards of Directors). It is recommended that the next phase of the Ethics Project include drafting a Code of Ethics for Nova Scotia Child Care Operators, which would reflect the ethics involved in the operation of a child care service in relation to families, staff, colleagues and community. This code would provide a vehicle for the discipline of practise .

(See Appendix C for statements from provincial/territorial Codes of Ethics related to operators)

Child care cares for and about children, parents, colleagues and community

•With trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual -
•With stimulation that encourages growth in the whole person-
•With healthy & safe environments-
•in caring for our most precious resource- our children!

CHILD CARE CARES:
OUR COMMITMENT TO CHILDREN & PARENTS, COLLEAGUES & COMMUNITY
•HOW TO USE THIS MANUAL IN ETHICAL DECISION MAKING-

• The following is provided as a guide for child care practitioners in using this Code of Ethics in their decision making.

"ASK YOURSELF"-	**→REFER TO-**	**•ETHICAL DECISION MAKING**
"Is this decision that has to be made related to *relationships, stimulation or protection?*"	•Depending on the answer, refer to section of the Code of Ethics that relates to- ✔**RELATIONSHIPS-**(P.5) *•"with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual-* ✔**STIMULATION-**(P.6) *•"With stimulation that encourages growth in the whole person-"* ✔**PROTECTION-**(P.7) *•"With healthy & safe environments"* ✔**COMMUNITY-**(P.8)	*Should a situation arise that would compromise these ethics, we are committed to the following decision making process:* 1. Identify the actual issue or practise that is causing the problem. 2. Indicate which individuals and/or groups are to be considered in the solution for your dilemma. *(Consult the code of ethics, legalities, personalities, legislation etc.)* 3. Explain what considerations each person/group is owed and why, particularly in terms of rights and responsibilities. Indicate the values that relate to the issue/ practise and persons/group. 4. Develop alternative courses of action. Choose reasonable alternatives that seem to meet the considerations in 1 through 3. Evaluate the consequences of taking each alternative- short term/ long term effects, psychological, social, & economical. 5. Apply values and principles conscientiously. 6. Choose a course of action and act with a commitment to that action. Assume responsibility for the course of action. 7. After a period of time, evaluate the action and assume responsibility for the consequences of the action.
"Who are the persons to consider in this decision?"	•Refer to the statements under the headings, ✔CHILDREN ✔PARENTS ✔COLLEAGUES	
→Proceed with the **ETHICAL DECISION MAKING** process as repeated on each of the Code's pages.		

Please send feedback to:
CHILD CARE CONNECTION - N.S
Suite 100, 1200 Tower Road
Halifax, Nova Scotia
B3H 4K6

CODE OF ETHICS
NOVA SCOTIA CHILD CARE PRACTITIONER
•RELATIONSHIPS

•A code of ethics is our group beliefs about... "what is right rather than expedient,... what is good rather than practical,... and what acts a member must never engage in or condone" (Katz, 1987)

•A code of ethics provides us with a statement of our field's ... "responsibility to society, and provides guidelines for decision making... When we are faced with a dilemma, based on the values and principles in this field, what is the right decision?" (Griffin, 1993)

Child Care *cares for & about* **Children, Parents & Colleagues-**

• with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual.

• CHILDREN

•To provide individualized and sensitive care and accept professional responsibility for the children in our care.

•To help each child learn:
- -To trust in themselves and in others;
- -To trust in their abilities, and in those of others;
- -To have respect for themselves and for others:
- -To be honest with themselves and with others; &
- -To have self-confidence.

• PARENTS

•To maintain open communication with children's families.

•To respect different family values and beliefs.

•To recognize the importance of the family and the professional working together as a team, in the best interests of the child.

•To respect the parent's knowledge of their child.

•To recognize the educator's role as one which is supportive of the family and child.

•COLLEAGUES

•To support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the best interests of children without fear of recrimination.

•To communicate with integrity, support one another and adopt professional attitudes and behaviors in their work with young children.

•To be receptive to suggestions or criticisms that will improve job performance.

•To exercise care in expressing views on the disposition and professional conduct of colleagues.

ETHICAL DECISION MAKING

Should a situation arise that would compromise these ethics, we are committed to the following decision making process:

1. Identify the actual issue or practise that is causing the problem.
2. Indicate which individuals and/or groups are to be considered in the solution for your dilemma. *(Consult the code of ethics, legalities, personalities, legislation etc.)*
3. Explain what considerations each person/group is owed and why, particularly in terms of rights and responsibilities. Indicate the values that relate to the issue/practise and persons/group.
4. Develop alternative courses of action. Choose reasonable alternatives that seem to meet the considerations in 1 through 3. Evaluate the consequences of taking each alternative-short term/long term effects, psychological, social, & economical.
5. Apply values and principles conscientiously.
6. Choose a course of action and act with a commitment to that action. Assume responsibility for the course of action.
7. After a period of time, evaluate the action and assume responsibility for the consequences of the action.

This draft code of ethics has been developed by CHILD CARE CONNECTION-NS through consultation with child care colleagues and provincial child care organizations . Feedback, comments, concerns are welcome and much appreciated!

Please send feedback to:

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Suite 100, 1200 Tower Road
Halifax, Nova Scotia
B3H 4K6

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CODE OF ETHICS
NOVA SCOTIA CHILD CARE PRACTITIONER
•STIMULATION

•A code of ethics is our group beliefs about... "what is right rather than expedient,... what is good rather than practical,... and what acts a member must never engage in or condone" (Katz, 1987)

•A code of ethics provides us with a statement of our field's ... "responsibility to society, and provides guidelines for decision making... When we are faced with a dilemma, based on the values and principles in this field, what is the right decision?" (Griffin, 1993)

Child Care *cares for & about* **Children, Parents & Colleagues-**

•with stimulation that encourages growth in the whole person

•CHILDREN

•To set up and maintain learning environments appropriate to the children's interests, needs and abilities.

•To accept the right of children to ask questions about unknowns that exist and to also accept the responsibility to encourage and provide different views and opinions free from bias.

•PARENTS

•To co-operate with other persons, professionals, and organizations to promote programs that will enhance the quality of family life.

•To share with parents our knowledge and understanding of their children's learning and developmental progress.

• COLLEAGUES

•To share our knowledge and to support the development of our colleagues.

•To increase one's own professional competence and to be willing to review and assess one's own practices.

•To improve professionally by actively pursuing knowledge about developments in early childhood education.

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CODE OF ETHICS
NOVA SCOTIA CHILD CARE PRACTITIONER
•PROTECTION

•A code of ethics is our group beliefs about... "what is right rather than expedient,... what is good rather than practical,... and what acts a member must never engage in or condone" (Katz, 1987)

•A code of ethics provides us with a statement of our field's ... "responsibility to society, and provides guidelines for decision making... When we are faced with a dilemma, based on the values and principles in this field, what is the right decision?" (Griffin, 1993)

Child Care *cares for & about* **Children, Parents & Colleagues-**

•with settings that are healthy & safe

•CHILDREN

•To regard as our primary obligation the welfare of young children and the quality of our service to them.

•To protect and extend each child's sensory, physical, emotional, intellectual and social well being.

•To familiarize oneself with laws and regulations regarding children, their care and child abuse, and to work to abide by them.

•To refrain from physical punishment, verbal abuse (i.e. sarcasm, ridicule) and psychological abuse (i.e. threats, encouraging fear) of children in interactions with them.

•To act responsibly when reporting abuse to the appropriate authorities.

•To act promptly and decisively in situations where the well-being of children is compromised, ensuring that the best interests of children supercede all other considerations.

•PARENTS

•To provide quality day care services to all families using the centre.

•To recognize that a privileged relationship exists between oneself, the children placed in one's care, and their parents.

•To respect the rights of parents.

•To respect the confidential nature of information obtained about children and their families and to treat it in a responsible manner.

•To cooperate with professionals and organizations involved in a professional manner with the family.

•COLLEAGUES

•To respect the confidentiality of views expressed in private by colleagues.

•To exercise utmost discretion.

•To support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the best interests of children without fear of recrimination.

ETHICAL DECISION MAKING

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5. Apply values and principles conscientiously.
6. Choose a course of action and act with a commitment to that action. Assume responsibility for the course of action.
7. After a period of time, evaluate the action and assume responsibility for the consequences of the action.

CODE OF ETHICS
NOVA SCOTIA CHILD CARE PRACTITIONER
•COMMUNITY

•A code of ethics is our group beliefs about... "what is right rather than expedient,... what is good rather than practical,... and what acts a member must never engage in or condone" (Katz, 1987)

•A code of ethics provides us with a statement of our field's ... "responsibility to society, and provides guidelines for decision making... When we are faced with a dilemma, based on the values and principles in this field, what is the right decision?" (Griffin, 1993)

Child Care *cares for & about* Our Community

•in caring for its most precious resource- our children !

•STIMULATION

•To contribute to the extension of public information.

•To model performance and attitudes.

•To promote quality child care in our programs and practises.

•RELATIONSHIPS

•To make information about services of the program openly and accurately available while maintaining essential safeguards for the privacy of individuals.

•To advocate on a personal, professional and/or organizational level for appropriate early childhood services, resources, and recognition

•PROTECTION

•To participate with colleagues and others in action to effect change consistent with the values, goals and objectives of our profession.

•To be knowledgable about and practise licensing standards as outlined in the Nova Scotia Day Care Act and Regulations

•To be prepared to accept and abide by this Code of Ethics.

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Appendix A: Child Care Cares:
Our Commitment to Children & Parents, Colleagues & Community
Statements From Canadian Provincial/Territorial Codes of Ethics for Child Care

•Commitment to Children

•Preamble(s) to commitment to Children:

•In the best interests of children; Early Childhood Educators working with young children are obligated to:

•Recognizing these responsibilities as educators of young children in their time of greatest vulnerability, we to the best of our ability, shall devote ourselves to the following commitments:

•As persons working with and for young children, we are committed to promoting developmental care and education for each child in co-operative relationships with the family and the community. Developmental care enables children to participate fully in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development. A person working with young children is obligated to:

•Statements related to relationships-

•*"with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual-"*
(Child Care Cares, p. 3-6)

•To regard as our primary obligation the welfare of young children and the quality of our service to them.

•Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing and responsive settings for children.

•An Early Childhood Educator's first obligation is to the safety and well being of the children in his/her care.

•Give first priority to the Child's needs.

•We shall accord the respect due to each child as a human being and give first priority to a child's needs.

•We shall recognize the unique potentials to be fulfilled within each child.

•A child care worker's first professional responsibility is to the children in her/his care.

•A child care worker respects each child as a human being.

•We undertake to treat all children equally without regard to race, sex, creed, social economic status, handicap or appearance.

•Early Childhood Educators respect and accept children as they are regardless of their race, creed, emotional or physical make-up.

•We undertake to respect the dignity and rights of each child in a way which will enhance his opportunity to function as a contributing member of society.

•Accept and integrate into regular programs the child who is handicapped in any way, when such integration is advisable and sufficient support is available.

•Be accepting of all children without regard to race, creed, socioeconomic status, handicap or appearance.

•Provide individualized and sensitive care and accept professional responsibility for the children in their care.

•A child care worker will help each child learn:
-To trust in themselves, and in others;
-To trust in their abilities, and in those of others;
-To have respect for themselves and for others;
-To be honest with themselves and with others; and
-To have self-confidence;
in order to encourage the growth of the whole child.

•Statements related to stimulation-

•*"With stimulation that encourages growth in the whole person-"*
(Child Care Cares, p. 3-6)

•Early Childhood Educators consider children's interests, needs, and abilities and utilize them to help each child fulfill his/her potential.

•A child care worker takes into account each child's interests, needs, and abilities in order to fulfill the potential within each child.

•A child care worker accepts responsibility for the quality of care given to the children in her/his care.

•Set up and maintain learning environments appropriate to the children's interests, needs and abilities.

•Encourage the growth and development of the whole child addressing the child's social/emotional, physical, cognitive and creative needs.

Appendix A: Child Care Cares:
Our Commitment to Children & Parents, Colleagues & Community
Statements From Canadian Provincial/Territorial Codes of Ethics for Child Care

•Commitment to Children
•Statements related to stimulation...continued

•Early Childhood Educators develop an environment which helps children develop self-confidence; trust in themselves and others; and encourages development of the whole child.
•Support the positive growth and welfare of children and families.
•We recognize the need to protect and extend the child's physical well-being, emotional stability, mental capabilities, and social responsibility.
•A child care worker assumes the responsibility of setting up and maintaining learning environments appropriate to the children in his/her care.
•We accept the right for children to ask questions about unknowns that exist and we also accept the responsibility to encourage and provide different views and opinions free from bias.
•A child care worker strives to protect and extend each child's sensory, physical, emotional, intellectual, and social well-being.
•A child care worker will help each child learn:
-To trust in themselves, and in others;
-To trust in their abilities, and in those of others;
-To have respect for themselves and for others;
-To be honest with themselves and with others; and
-To have self-confidence;
in order to encourage the growth of the whole child.

•Statements related to protection-
•"With healthy & safe environments"
(Child Care Cares, p. 3-6)
•Early Childhood Educators have a moral and legal responsibility to report suspected cases of child abuse.
•A child care worker who has reason to suspect that a child has suffered or is suffering from abuse has a legal responsibility to report the suspected abuse to the appropriate authorities.
•Be familiar with and abide by the law pertaining to child abuse and act responsibly when reporting abuse to the appropriate authorities
•Plan to act promptly and appropriately in situations where the well-being of children is compromised;
•Refrain from the physical punishment, verbal abuse (i.e. sarcasm, ridicule) and psychological abuse (i.e. threats, encouraging fear) of children in interactions with them.
•We agree to maintain the confidentiality of information obtained in the course of professional dealings with children.
•Report in a responsible manner and through the appropriate channels instances of non-compliance with laws and regulations to those who will take corrective action, and
•We will, to the best of our ability, know and observe the laws pertaining to child welfare.
•A child care worker familiarizes him/herself with laws and regulations regarding children and their care, and works to abide by them.
•A child care worker advocates laws and regulations that will enhance the quality of life for children.
•Exercise utmost discretion when providing information or recommendations about children, families or personnel when such information is solicited by authorized persons.
•Obtain consent to release information from the parties concerned whenever practical, especially when such information may be prejudicial.

APPENDIX A: CHILD CARE CARES:
OUR COMMITMENT TO CHILDREN & PARENTS, COLLEAGUES & COMMUNITY
STATEMENTS FROM CANADIAN PROVINCIAL/TERRITORIAL CODES OF ETHICS FOR CHILD CARE

•COMMITMENT TO PARENTS/FAMILIES

•Preamble(s) to commitment to Families:

•In the best interests of parents and families, early childhood professionals working with young children are obligated to:

•Families are of primary importance in children's development. The term family include others, besides parents who are responsibly involved with the child. Early Childhood Educators acknowledge a responsibility to collaborate with the home and school.

•Statements related to relationships-

•*"with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual-"*
(Child Care Cares, p.3-6)

•Support the positive growth and welfare of children and families.

•Early Childhood Educators maintain open communication with children's families.

•A child care worker maintains open communication with the child's parent (s).

•Early Childhood Educators recognize the role of parents as primary caregivers and the educators role as one which is supportive to the family and the child.

•To share with parents our knowledge and understanding of their children's learning and developmental progress.

•We undertake to share with parents our knowledge and understanding of the child's learning and developmental process and, where possible, support positive growth of children in the family setting.

•A child care worker acknowledges her/his role as a family support person.

•A child care worker recognizes the importance of the family and the professional working together as a team, in the best interests of the child.

•Early Childhood Educators respect the parents' knowledge of their child.

•Early Childhood Educators respect different family values and beliefs.

•A child care worker accepts differing family value systems and cultural-ethnic variations, and demonstrates that acceptance actively.

•A child care worker respects a parent's knowledge of her/his child.

•A child care worker respects the rights of parents & acknowledge their role as a support person to the family;

•Actively support and promote differing family units, cultures and traditions;

•Respect the individual rights and knowledge of parents and families;

•Maintain an open line of communication with the family concerning the child;

•Statements related to stimulation

•*"with stimulation that encourages growth in the whole person-"*
(Child Care Cares, p.3-6)

•A child care worker seeks to provide quality day care services to all families using his/her day care.

•Statements related to protection-

•*"With healthy & safe environments"*
(Child Care Cares, p.3-6)

•Early Childhood Educators maintain confidentiality regarding knowledge obtained in their daily dealings with children.

•We undertake to respect the confidential nature of information obtained about children and their families and agree to release this information only to those people who provided it to us, except as required by law.

•A child care worker regards as confidential and does not divulge, other than to appropriate persons and in a professional manner, information of a personal or domestic nature concerning either the child or his/her home.

•Cooperate with professionals and organizations involved in a professional manner with the family.

•A child care worker co-operates with other persons, professionals, and organizations to promote programs that will enhance the quality of family life.

•Exercise utmost discretion when providing information or recommendations about children, families or personnel when such information is solicited by authorized persons. Obtain consent from the parties concerned whenever practical, especially when such information may be prejudicial.

Appendix A: Child Care Cares:
Our Commitment to Children & Parents, Colleagues & Community
Statements From Canadian Provincial/Territorial Codes of Ethics for Child Care

•Commitment to Colleagues

•Preamble to Commitment to Colleagues-

•Early Childhood Educators often rely on a team approach. Good relations with co-workers are essential to achieve quality service. It is important to establish and maintain settings and relationships that support productive work and meet professional needs.

•A person working as a colleague in the E.C.E. profession is obligated to:

•In the best interests of yourself, your colleagues and the profession; early childhood professionals working with colleagues and related professionals on behalf of or in support of young children are obligated to:

•Statements related to relationships-

•"with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual-"

(Child Care Cares, p.3-6)

•Early Childhood Educators respect other colleagues as professionals.

•Support a climate of trust and forthrightness in the work place that will ensure that colleagues are able to speak and act in the best interest of children without fear of recrimination.

•To be ready to share our knowledge and to support the development of our colleagues and the profession of early childhood education;

•To avoid derogatory criticisms of an associate except when made to the association or to appropriate officials, and then only after the associate has been informed of the nature of the criticism;

•Speak or act on behalf of an association or organization only when duly authorized, and then to do so accurately.

•A child care worker assists in the professional growth of colleagues through the sharing of ideas, information, and talents.

•A child care worker respects and treats each colleague as a professional.

•A child care worker works with children, parents, and colleagues in a consistently positive manner.

•Be receptive to suggestions or criticisms that will improve job performance.

•Communicate with integrity, support one another and adopt professional attitudes and behaviors in their work for and with young children;

•Statements related to stimulation-

•"With stimulation that encourages growth in the whole person-"

(Child Care Cares, p.3-6)

•Early Childhood Educators make constant efforts to improve professionally by actively pursuing knowledge about developments in early childhood education.

•To increase one's own professional competence and to be willing to review and assess one's own practices;

•Assist in the formulation of a statement of philosophy and educational approach for a program.

•Participate in the development and implementation of teaching methods that will effectively address the stated educational principles and goals of programs.

•We agree to keep abreast of developments in our profession and to participate in the development and implementation of teaching methods that will effectively address the educational principles and goals of our Association.

•We will be willing to participate in the training process by articulating concerns constructively and by providing opportunities for students to practice professional skills under knowledgeable supervision.

•A child care worker makes a constant effort to improve professionally.

•Keep professional knowledge up-to-date.

•Statements related to protection-

•"With healthy & safe environments"

(Child Care Cares, p.3-6)

•We respect the confidentiality of the views expressed in private by colleagues.

•To avoid derogatory criticisms of an associate except when made to the association or to appropriate officials, and then only after the associate has been informed of the nature of the criticism;

•To acknowledge the powers and obligations of our professional organization, and to refrain from making individual representations to individuals or organizations regarding matters that are properly dealt with by this Association;

...Continued...

APPENDIX A: CHILD CARE CARES:
OUR COMMITMENT TO CHILDREN & PARENTS, COLLEAGUES & COMMUNITY
STATEMENTS FROM CANADIAN PROVINCIAL/TERRITORIAL CODES OF ETHICS FOR CHILD CARE

•COMMITMENT TO COLLEAGUES...continued

•Statements related to protection-

•"With healthy & safe environments" (Child Care Cares, p.3-6)

- •To be prepared to accept the help of the ethics committee when professional status or integrity is in question.
- •To recognize that a privileged relationship exists between oneself, the children placed in one's care, and their parents, and to refrain from using that relationship for private advantage.
- •Exercise care in expressing views on the disposition and professional conduct of colleagues, confining such comments to matters of fact which arise out of first-hand knowledge and which relate to the interest of children.
- •We undertake to present professional qualifications, experience and affiliations honestly.
- • A child care worker recognizes and understands the responsibility of her/his professional standing and continues to work to uphold that standing.
- •A child care worker recognizes membership in, and service to *the...Child Care Association* as a professional responsibility.
- •A child care worker knows the Child Day Care Act & Regulations and licensing requirements and abides by them.
- •Seek to be aware of laws and regulations concerning work with young children, and one's own employment and rights thereof;
- •Develop a personal philosophy toward the care and education of young children and adhere to practices consistent with goals set forth as such;
- •Be prepared to act in the best interests of the profession without fear of reprisal or compromise;
- •Exercise utmost discretion when providing information or recommendations on children or families to authorized persons, in accordance with the law and/or with the consent of the family;
- •To refrain from accepting a position arising from an unjust dismissal or unresolved dispute;
- •To hold oneself personally responsible for one's own professional conduct;
- •Present professional qualifications, experience and affiliations honestly.

•COMMITMENT TO COMMUNITY

•Statements relating to relationships-

•"with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual-" (Child Care Cares, p.3-6)

- •To work for the social change required to promote the well-being of young children and to participate with colleagues and others in action to effect change consistent with the values, goals and objectives of our profession.

•Statements relating to stimulation-

- *•"With stimulation that encourages growth in the whole person-" (Child Care Cares, p.3-6)*
- •Advocate and contribute to the extension of public information and education about children's needs for quality services.
- •To respect the dignity and rights of each child in a way which will enhance his opportunity to function as a contributing member of society;

•Statements relating to protection-

- *•"With healthy & safe environments"- (Child Care Cares, p.3-6)*
- •We acknowledge that we are prepared to accept and abide by this Code of Ethics.

•REFERENCES-

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Harms, Thelma, *Conversation regarding quality*, (with E. Elaine Ferguson) May 1993.

Katz, L. G., Ward, E.H. *Ethical Behavior in early childhood education*. Washington: NAEYC, 1989.

Manitoba Child Care Association, *Code of Ethics.*

New Brunswick Day Care Association, *Code of Ethics.*

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Appendix B: Child Care Cares:
Our Commitment to Children & Parents, Colleagues & Community
•Considerations for Operators Code of Ethics, from Provincial Codes of Ethics:

•Preamble:

•Recognizing that persons in leadership positions can substantially influence the quality of programs for young children, a code of ethics must specify additional guidelines for the professional competence and special duties of supervisors, consultants, administrators and training personnel. Persons in leadership positions are accountable for the programs and services provided.

•In the best interests of the early childhood centre; early childhood professionals, who are administering, directing or managing early childhood programs for young children are obligated to:

•Statements relating to relationships-

•*"with trusting, caring & cooperative relationships that respect the worth and uniqueness of the individual-"*
(Child Care Cares, p.3-6)

•Engage staff in cooperative problem solving, planning and continuing evaluation of themselves and the program.

•Offer respect (recognition) for each staff member, family member and contributing professional whose job well done is vital to program success;

•Statements relating to stimulation-

•*"With stimulation that encourages growth in the whole person-"*
(Child Care Cares, p.3-6)

•Provide opportunities for professional development and advancement of personnel

• Model performance and attitudes that are appropriate to persons working with and for children.

•Develop and state clearly a philosophy toward the care and education of children and adhere to practices that are consistent with the goals inherent in this philosophical approach.

•Keep abreast of current and projected developments in the field that may serve to be advantageous or disadvantageous to present directions and operations.

•Statements relating to protection-

•*"With healthy & safe environments"*
(Child Care Cares, p.3-6)

•Provide a written job description or statement of the terms of employment.

•Conduct each staff and student evaluation impartially, basing it on first-hand observations of performance in accordance with the duties and responsibilities contained in the job description or student placement guidelines.

•Act promptly and decisively in situations where the well-being of children is comprised, ensuring that the best interests of children supersede all other considerations.

•Inform an employee in advance of the reasons for dismissal, referring only to evidence of unsatisfactory performance which is accurate, documented, current and available to the employee.

•Exercise utmost discretion when providing information or recommendations about children, families or personnel when such information is solicited by authorized persons. Obtain consent from the parties concerned whenever practical, especially when such information may be prejudicial

•Make use of community and professional services when appropriate and provide parents with information about resources that will support and strengthen family life.

•Maintain the program by the highest known and possible standards while adhering to standards set by Dept. of Community Services

•Make information about services of the program openly and accurately available while maintaining essential safeguards for the privacy of individuals;

•Be accountable for services rendered commensurate with stated goals and directions;

•Advocate for appropriate early childhood services and resources, recognition of and legitimization of the early childhood profession;

•Ensure that the Code of Ethics is adhered to.

Appendix C: Child Care Cares:
Our Commitment to Children & Parents, Colleagues & Community
•Feedback Sheet:

1. What would you change in the draft Code of Ethics for Nova Scotia Practitioners?

	Relationships	Stimulation	Protection
Children:			
Parents:			
Colleagues:			
Community:			

2. What is missing or not applicable? (*give page number and heading to which you are referring)*

3.Overall comments:

4. Do you want to be on our mail list? __No ___Yes *(enclose name and address)*

Thank you for you time and thoughtful consideration!

This draft code of ethics has been developed by CHILD CARE CONNECTION-NS through consultation with child care colleagues and provincial child care organizations . Feedback, comments, concerns are welcome and much appreciated!

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Where We Work, 1993

Nova Scotia Child Care Centres as Workplaces

CHILD CARE CONNECTION-NS

February 1994(surveyed Sept .1993-Dec .1993)

PS 022266

CHILD CARE CONNECTION - N.S
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Where We Work, 1993

CHILD CARE CONNECTION-NS

February 1994

·Executive Summary·

The Centres:

Of the 23 full day child care centres that were surveyed:

48 % were centres having 35 or less licensed spaces, (55%of all NS full day centres have 35 spaces or less);

52% had more than 35 spaces (45% of NS full day centres have over 35 spaces);

48% were incorporated as a non profit society, (42% of all NS NPS full day are NPS centres);

52% were incorporated as a private business, (58% of all NS full day are private centres);

43% were located within metro Dartmouth/Halifax area, (43% of all NS full day centres are urban);

57% were located outside the metro area, (57% of all NS full day centres are non-urban);

The average parent fee in the centres surveyed was $92.85 per week for preschool children (2 to 5 Years) or $4828 per year (based on 52 weeks), a 3% increase over 1992 parent fees of $4690 per year.

Definitions:

- ***Teacher*** refers to persons in charge of a group or classroom of children, often with staff supervisory responsibilities. This category includes head or lead teachers.
- ***Teacher director*** refers to a person with both teaching and administrative duties.
- ***Administrative director*** refers to persons who have administrative responsibilities only.

Wages:

Overall, the average wage of teachers in the 23 centres surveyed was $7.76 per hour. She worked an average of 39 hours per week for 49 weeks of the year. Average salary was derived by calculating each centre's average teacher salary by the number of hours per week times the number of weeks worked per year. An average was taken of these calculations giving $14,955 per annum, a 3.7% increase over 1992's average annual salary of $14,421.50. The range for wages was between $5.15 and $12.35 per hour.

The average wage of teacher directors and administrators was not always reported, with 57% of those who responded giving average wages for teacher directors and 43% for administrative directors. The averages of those reporting were$9.19, a 4% drop over the $10.04 of 1992, for teacher directors, and $13.34, also a 4% drop over $14.06 of 1992, for administrative directors.

Ages, Turnover, Education, Benefits & Working Conditions-

Figures for these aspects of child care work were not conclusive due to the small response to the survey. In a last effort to put together some information as an obligation to those who had spent time in reporting to the survey, the survey was shortened to two pages, eliminating some of these aspects.

Comparisons:

In breaking the sample (n=23) into smaller samples comparisons are affected by the sizes. Caution is therefore recommended regarding the use of these data.

In an effort to provide some order to the information gathered, three comparisons are made, grouping the sample by size, method of incorporation and location. In each grouping, the proportion of one in the grouping to the other was similar to the proportion each was of all the full day licensed centres in Nova Scotia. Table No.1 summarizes these groupings as regards 1993 wages and other centre aspects. In addition, using these same groupings, Table No. 2 compares the wages of teachers,using data from *Where We Work, NS Child Care Centres as Workplaces,* for the years 1990, 1991 ,1992 and 1993.

Table No 1: *Comparisons by size, incorporation & location, 1993*

	Size		Incorporation		Location	
Comparison	**≤ 35**	**>35**	**NPS**	**Private**	**Urban**	**Non-Urban**
Wages: Teacher	$6.44	$8.45	$7.50	$6.79	$8.61	$6.39
Low wage-Teacher	$5.00	$5.15	$5.00	$12.35	$5.00	$5.25
High wage-Teacher	$10.00	$12.35	$12.35	$10.00	$12.35	$10.50
Hours per week worked	33	38	33	36.5	40	33
Weeks worked per year	46	52	49	47	51	47
Annual salary	$11,179	$16,673	$14,107	$12,003	$17,151	$10,956
Fee/day/PS child	$18.74	$18.56	$17.48	$19.40	$19.53	$17.83
Average spaces	21	67	43	33	58	33
% full day centres in NS	53%	47%	42%	58%	42%	58%
Number of centres in sample	12/22	10/22	8/19	11/19	13/23	10/23

Key:
NPS = Non Profit Society Centre
≤ 35 =centres having 35 or less spaces
> 35 = centres having more than 35

Table No 2:*Comparisons of Where We Work 1990 , 1991 , 1992 & 1993*

Average Wage	Teacher			
Comparison	**1990**	**1991**	**1992**	**1993**
35 Spaces or less	$6.68	$6.45	$6.74	$6.44
More than 35 Spaces	$6.39	$7.46	$8.01	$8.54
Non-Profit Society	$6.66	$7.95	$8.52	$7.50
Private	$6.29	$6.46	$6.49	$6.79
Urban	$6.53	$7.66	$7.46	$8.61
Non-Urban	$6.32	$6.79	$7.56	$6.39